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ABSTRACT

Because low achieving kindergarten children attending a neighborhood school in the South Area of the Dade County Public School System were experiencing difficulty during independent work periods, a practicum study was designed to improve their basic skills by providing closely supervised visual, manipulative, language, and listening activities. Goals of the practicum were: (1) to significantly improve cognitive learning in a selected group of low achieving kindergarten students; (2) to improve students' independent work skills and their use and care of materials; and (3) to promote a positive attitude toward learning. To achieve these objectives a closely supervised learning center was set up in the kindergarten classroom. All practice and reinforcement activities conducted in the center were directly related to basic skills concepts being taught. Positive methods of recording and rewarding good performance were developed, and cognitive growth was monitored by pre- and posttesting of grade level basic skills. Observational data was collected to determine growth in affective behavior. Findings indicate that performance standards were met for all goals of the practicum. Evidence was found of significantly increased learning, as well as growth in independent work skills and affect. Appended materials include the parent survey, the skills assessment instrument, the survey for kindergarten and first grade teachers, and other materials related to the study. (Author/RH)

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Improving Basic Skills In Low Achieving Kindergarten Students Through Supervised Learning Centers

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NOVA UNIVERSITY

Improving Basic Skills In Low Achieving Kindergarten Students Through Supervised Learning Centers

by

Carol Keller

Cluster XVI

A Practicum Report Presented to the Ed.D. Program
in Early Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1985

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PRACTICUM APPROVAL SHEET

This practicum took place as desribed.

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This practicum report was submitted by Carol Keller under the direction of the reviewer listed below. It was submitted to the Ed.D. Program in Early Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education in Early Childhood at Nova University.

Approved:

August 31, 1985
Date of Final Approval of Report

Walter Schurman, Ed. D., Advisor

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ABSTRACT

Improving Basic Skills in Low Achieving Kindergarten Students Through Supervised Learning Centers. Keller, Carol J., 1985: Practicum Report, Nova University Ed. D. Program in Early Childhood.
Descriptors: Early Childhood Education / Kindergarten Children / Low Achievement / Individualized Instruction / Learning Centers / Learning Activities / Learning Problems / Tutoring / Volunteers / Volunteer Training

This practicum addressed the problem of providing low achieving kindergarten students with closely supervised visual, manipulative, language and listening activities in an effort to improve basic skills.

The writer's goals were: (1) to demonstrate a significant improvement in cognitive learning in a selected group of low achieving kindergarten students; (2) to show an observable improvement in independent work skills, use and care of materials; and (3) to demonstrate a positive attitude toward learning. In addressing these goals, the writer prepared a learning center setting closely supervised by adult tutors. All practice and reinforcement activities in the centers were directly correlated to basic skills concepts being taught in the classroom. Positive methods of recording and rewarding good performance were developed. Cognitive growth was monitored by pre and posttesting of grade level basic skills. Observational data was collected to determine affective growth in behavior.

After the completion of the implementations of the practicum, the data from the assessment instruments were analyzed. The standards of performance were met for all of the writer's goals. There was significant evidence of increased learning, as well as growth in independent work skills and affective behavior.

CHAPTER I

INTRODUCTION

Description of Community Including Socio-Economic and Geographic Factors

Florida's most populous county, Dade, is located in the southeastern area of the state. Its public school system encompasses an area of 2,109 square miles and is divided into four administrative districts: North Area, North Central Area, South Area, and South Central Area. The school system represents 27 municipalities and the unincorporated areas that together comprise the county of Dade. It is the sixth largest school system in the United States, preceded by New York City, Los Angeles, Chicago, Detroit, and Philadelphia.

The community is urban and offers many opportunities for children and families such as attractions of educational value, and recreational facilities. The climate contributes to maximum use of these facilities throughout the year.

The setting for this practicum is an elementary school

in the South Area of the Dade County Public School System. It is a neighborhood school with attractive, well kept facilities and spacious surrounding grounds. It is adjacent to a large public park which provides additional recreational facilities when needed.

The school personnel includes 29 classroom teachers and 16 full-time or shared specialists who provide instruction and services for this kindergarten through fifth grade school. The members represent White, Black, and Hispanic ethnic groups. The majority of the teaching staff have advanced degrees in their field of education and have taught ten or more years.

SCHOOL PERSONNEL DATA

Administrative

1 Principal

1 Assistant Principal

29 Classroom teachers K-5

1 Elementary Counselor

1 Media Center Specialist

2 Physical Education Teachers

1 Art Teacher

1 Music Teacher

2 Learning Disabilities Teachers

1 Hearing Impaired Teacher

2 Spanish as a Second Language Teachers

1 Bilingual Curriculum Content Teacher (Shared)

1 Psychologist (Shared)

1 Visiting Teacher (Shared)

1 Speech Therapist (Shared)

1 Compensatory Education Teacher

Families within the school community range in socio-economic status from low to upper middle class. Most of the family members have professional careers, are self-employed, or work with the major businesses and organizations in Dade County. Many are active participants in civic and school affairs.

The school population is comprised of several ethnic groups. Attendance reports, as of December 1984, indicate that there are 802 students enrolled. The ethnic composition is as follows:

GRADE	ETHNICITY				TOTAL
	White	Hispanic	Black	Asian	
Kdg.	60	10	25	3	98
First	70	18	44	1	133
Second	72	14	49	1	136
Third	80	14	44	2	140

Fourth	86	15	39	1	141
Fifth	96	15	41	2	154
Total	464	86	242	10	802
Percent of Total Population	58%	10%	30%	1%	

Attendance files indicate that 60% of the students in this school come from the immediate neighborhood. Approximately 6% are transported from a nearby suburban community, of middle to upper middle class socio-economic background. One third of the student population comes from a nearby predominantly black community. They have been integrated into the school population as the result of a federal court desegregation ruling.

School records indicate that 105 students from the nearby black community receive free lunches which verifies that at least 40% of the students received from this community are from families of low socio-economic status.

Care of students in addition to regular school hours is provided before and after school by administration and physical education personnel. An after-school care program is offered under the auspices of the YMCA to assist working parents by providing safe, creative childcare services.

Two of the students involved in this practicum study are enrolled in this program.

The school administration encourages active participation of parents and community resources. Volunteers, listeners and career speakers are some of the types of active programs included in the total school program. The parent association arranges for various cultural arts programs to be presented to the student body throughout the school year. The association also promotes many fund-raising activities which contribute needed educational equipment and materials to enrich the curriculum.

Writer's Role and Responsibilities

The writer of this practicum has worked 15 years in the present school setting as a classroom teacher at the kindergarten level. In addition to classroom responsibilities, the writer writes curriculum lessons and enrichment activities on a contract basis for the Dade County Public Schools.

As an active member of the Citizens Advisory Committee, the writer is aware of and involved in finding solutions to problems and concerns of families and students within the community and the school setting.

The writer is also a member of the Child Study Team. This team consists of teachers, administrators, counselor, special educational teachers and therapists. It is a pre-referral screening team which holds periodic conferences throughout the school year in order to consider

the needs and possible instructional recommendations for students who are exhibiting learning and/or behavior problems. The primary function of this team is to devise alternative educational strategies for these students at the school level before referring them for the formal evaluation process by a diagnostic team at the county level.

Since many cutbacks in funding have affected the kindergarten program, the writer is responsible for all testing, evaluating, planning, and instruction of the curriculum program in one of four kindergarten classrooms in the total school setting. The guidance counselor, media center specialist, and English as a Second Language Program (ESOL) teacher are available to enrich the classroom program.

The writer provides for different levels of instruction for students who indicate special needs or deficiencies through planning of both enrichment and remedial activities in an effort to individualize instruction.

Student mastery of grade level objectives is monitored by the writer through observation and both formal and informal evaluative measures.

The writer may select parent volunteers to assist in the classroom to aide in the implementation of the total program.

During this practicum study, the writer selected and trained parent volunteers to serve as one-to-one and small

group tutors and supervisors in learning centers specifically designed to improve basic skills in a selected group of low-achieving students.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Low achieving kindergarten students were not receiving adequately supervised, visual, manipulative, language, and listening activities in individual or small group situations.

These students, lacking in basic developmental readiness skills, failed to make significant progress in the Dade County kindergarten basic skills objectives.

These students needed to be closely supervised in order to stay on task, complete assigned work, and practice specific skills. Daily motivation and good performance incentives were needed to enhance their self-concept.

With group and individualized instruction designed to meet the needs of all the students within the class setting, these low achieving students, when not being supervised by the teacher, found it difficult to function during independent work periods. They wasted valuable learning time and/or became disruptive to the total classroom atmosphere.

Problem Documentation

In Dade County, each kindergarten child was individually administered the Cooperative Preschool Inventory (CPI).

This was a norm-referenced test which assessed the child on his body awareness, auditory directions, environment, quantitative perceptions, visual perceptions and motor skills. This test identified each student's developmental level. The student was then placed in one of three possible instructional strategies (Appendix A).

The students targeted for this practicum study were in the preventative strategy.

Individual student files revealed this same group of students consistently received lower achievement scores on basic skills assessments than students in developmental and enrichment strategies.

A questionnaire (Appendix B) developed by the writer was administered to five kindergarten and five first grade teachers. Analysis of the responses indicated that this problem did exist in other self-contained classrooms. Ninety percent of the teachers surveyed indicated that they did not have sufficient time to give as much one-to-one tutorial attention to their low achieving students as they needed. Eighty percent of the teachers surveyed did not provide special learning centers except for students in the enrichment strategy. This indicated a partial feeling to provide for the needs of the high achiever. The survey

also indicated that the preventative group worked best in a closely supervised setting. Results also indicated that 90% of those surveyed did not object to trained volunteer tutors working in a one-to-one tutorial capacity in an effort to increase learning and on task behavior in their low achieving students.

On a student level, the survey indicated that more than 50% of low achieving students were from low socio-economic backgrounds. Parental interest and interaction was not usually as aggressive as that of parents of high achievers.

The survey indicated that the 90% of the teachers had no organized consistent way of monitoring the daily progress and efforts of their low achieving group of students, but they believed it was a good idea.

It was observed by the writer that when low achieving students were mentioned, teachers being surveyed responded either in a negative manner or in a manner which indicated that more needed to be done to meet specific problems and needs.

Proof that a problem really existed was indicated in test scores of a comparable group of six first grade students on the Stanford Achievement Test administered in May 1984. These students had an average stanine of 3.5 compared to a stanine of 6.5 for a group of developmental and enrichment students.

A survey (Appendix C) of the parents of the targeted

group indicated that there was a lack of extensive parent-child interaction. Deutsch (1965) found that high frequencies of parent-child interaction will show good cognitive growth. The lack of this interaction may produce a lag in cognitive growth in the young child.

The writer of this study advocated the idea that low achievers could enjoy monitoring their daily progress through individual work contracts, as well as skills and behavior checklists, which they did not presently have.

Dunn (1971) found that individualization of instruction through the development of contracts is a teaching technique that can be successful even with young, non-reading students. Graduate students diagnosed a pre-kindergarten or pre-first grade student for whom an individualized contract was to be written. The students chosen were 57 nonreaders, inexperienced with either contracts or independent learning. The directions to the student were recorded on a cassette tape and follow-up activities were developed. Over half of the students worked quietly for 30 to 90 minutes. The indications were that young students may become better independent learners if given patient guidance, supervision, experience and encouragement.

Since this practicum was designed to improve basic skills in a low achieving group of students, the skills were identified by administering a skills assessment

instrument (Appendix D) to each student. Activities were organized to reinforce tnose skills which were not yet mastered.

A great deal of consistent effort had to be made if the problem of improving the mastery of basic skills in low achieving students was to be addressed. This practicum was an outgrowth of the writer's concern resulting from direct observation of these students, a survey of other teachers' observations and practices, and individual student progress data and skills assessment.

Causative Analysis

Low achieving kindergarten students, prior to the implementation of this practicum, did not receive adequately supervised, visual, manipulative, language, and listening activities in individual and small group situations.

Lack of experiences, language barriers, language deficiencies, lack of motivational techniques to complete learning tasks, and insufficient adult supervision to oversee and tutor one-to-one needs were all factors contributing to this problem.

Although the setting for this practicum study was a neighborhood school classroom, students from surrounding communities were transported to the site and comprised a large portion of the student body. The socio-economic, cultural and educational experiences of these students were

diverse. Some students arrived in kindergarten highly enriched with verbal and language and thinking skills which had been developed by family and preschool experiences. However, some students emerged from low socio-economic families, lacking in many developmental and educational benefits. They came to school with knowledge, skills, and attitudes which impeded learning and contributed to a cumulative academic deficit.

In much of the literature encountered in planning this practicum, there was strong evidence that supported the theory that experience differentials and deprivations in early childhood may account for low income, minority group youngsters entering classrooms unprepared to cope with demands made by the schools. There was considerable evidence that the social characteristics of the student's family affected his chances of success in school.

Language barriers and language deficiencies inhibit a student's ability to understand, communicate, and think at an independent level. These barriers and deficiencies may be caused by cultural differences, but they may also be characteristic of disadvantaged children.

In recent years, there has been considerable interest in facilitating the language development of disadvantaged children as a means of improving their educational experience.

Language development is extremely important in the

growth of a child since a major part of learning depends on acquiring language. It is essential to thinking, planning, reasoning, paying attention, and remembering. The students targeted for this practicum study were deficient in receptive language skills. Ammon (1970) has stated if a child grows up with little language stimulation, he may have a resulting language deficit in that area. Apparently, lack of linguistic development and experience made the type of learning, both teacher taught and independent activities required in the kindergarten more difficult for these low achieving students.

Parents of school achievers often expect more of their children. They communicate this to them and teach them the behaviors required to fulfill these expectations. Disadvantaged students do not know how to play the role of the student and are less likely to do the things that will lead to success. The targeted students were lacking motivational techniques within the family and encountered only a few within the classroom setting.

Classroom motivational techniques were inconsistent and geared to the average and high achieving students. There was a lack of motivational learning activities designed to meet the needs of the low achievers.

Low achieving students, with their many and varied deficiencies, were unable to remain on task and complete assigned work and practice activities. The writer of this

practicum study recognized that there was a need for closely supervised individualized activities if the low achieving students were to show both cognitive and affective growth.

The classrooms did not employ teacher aides. The classroom teacher was unable to give the necessary individualized supervision.

The writer was aware of the possible causes of the problem designated in this study. The writer believed that many of these causes could be reduced or alleviated with appropriate treatment within the classroom.

The Related Literature

In a research of literature, the writer found a number of references which showed an awareness of the need for special instructional and motivational techniques in order to facilitate cognitive and affective growth in low-achieving students.

Dunn and Dunn (1979) finds that there is significant improvement in elementary students' achievement and motivation when learning and teaching styles and matched. This includes matching instructional resources, such as trained tutors as well as materials, to identified student characteristics.

Feldhausen (1981) indicates that the development of learning centers and individualized learning materials is an appropriate beginning for meeting student needs in the

self contained classroom. Placement of students in appropriate learning levels is the next step. A "Learning Agreement" serves as an operational tool. This agreement correlates with a master progress chart which is posted for the week. Materials and planning are necessary components of this form of student management.

The "Learning Agreement" serves as a motivational technique. Low achieving students under careful supervision not only show progress but are able to see their progress monitored. The writer recognized that cognitive learning was important, but affective learning was equally important.

Dunn (1971) and Feldhausen (1981) suggest that the use of contracts or agreements with the students give guidance and record the tasks accomplished. This guidance in independent workjobs and learning center activities, when monitored by a teacher or tutor, is also a self-discipline technique which may be used in learning to stay on task and completing activities.

Okin (1978) describes the implementation of a kindergarten parent involvement program in which six parent volunteers, after attending a training workshop, worked in the classroom as tutors to kindergarten students. Students selected for the tutoring had been screened and identified as developmentally delayed on the Developmental Indicators for the Assessment of Learning (DIAL). Specific tutoring

objectives were written by the teachers for improving each student's fine motor and/or conceptual skills. The trained parent volunteers tutored eight students over five months. Post screening data indicated all students improved on at least two-thirds of all skills for which tutoring objectives were established.

Feldhausen (1981) finds that learning centers with individualized materials is a successful resource. The activities can be developed to meet the needs and strengths of each student in a stimulating and enjoyable manner. Cost will depend upon commercial materials available and teacher - made materials necessary to implement the program. To initiate this strategy would involve detailed planning and organization.

Guidubaldi (1975) describes a program aimed at preventing the educational disadvantage of young children through (1) the identification of preschool and kindergarten children who displayed deficits in general cognitive ability; and (2) the development of a program providing individually prescribed instruction to each of these children in terms of the establishment of parent-aide workshops to train parents as instructional aides. On the basis of recommendations and pretest scores, fourteen children were provided wih appropriate individualized instruction and supervision. At the end of a four month program, all children were posttested and results indicated

a significant improvement.

Williams (1974) discusses the importance of the use of volunteers to serve as tutors to help children with minimal learning difficulties. She states that volunteers should be recruited and carefully trained to carry out the major goals of a program and to serve a specific type of child.

Elliott (1973) emphasizes the importance of parent participation in the instructional role of the school program. Parents and volunteers should be provided with training and consultation in order to foster understanding of children's behavior and learning, knowledge areas, and the ways in which classrooms function. They may become an invaluable tool in providing supervision and tutoring for children with specific needs.

Cooperation between school and parents would be essential for a successful program of this type. The writer believed that it would entail an adminstrative committee to develop this type of program.

Bloom (1984), in an effort to search for methods as effective as one-to-one tutoring, describes two detailed studies by Anania (1982, 1983) and Burke (1984) of the University of Chicago in which they compared student learning under one-to-one supervision and conventional group instruction. Over a period of two years, they involved high and low achieving students at different grade levels and in different subjects. The results of these

separate studies indicated that there was greater cognitive learning and more positive attitude and self-concept in the low achieving student under one-to-one supervision, as compared with total group methods of instruction and reinforcement of skills.

Christie (1983) reported on a study supported by the University of Kansas in which 17 preschoolers were divided into a supervised play tutoring group, and a supervised skills tutoring group in an effort to discover if close adult supervision and interaction in these areas would result in gains in verbal intelligence, creativity and cognitive learning. Pre and posttesting showed gains in verbal fluency and cognitive growth in both groups.

In a follow-up study of disadvantaged students, two years after being tutored, Eisenberg (1983), made comparisons to a comparable control group. Findings indicated that tutored children possessed higher aspirations and reported doing homework more regularly. They apparently had internalized the value put on academic achievement.

It was evident in these studies that there was an interrelationship between time on task and one-to-one supervision and tutoring. There was a constant interaction and corrective process in smaller supervised learning activities which enabled the low achievers to receive the encouragement and reinforcement necessary for mastery of

skills.

In a search of the literature, the writer found that parent involvement in the classroom, in the form of supervising low achievers, was a means of helping these students achieve at a faster rate. Teacher - trained parent volunteers provided one-to-one and small group reinforcement of needed skills.

Many studies reinforced the writer's opinion that low achievers were seldom capable of performing adequately at an independent level. They needed close supervision as well as interesting materials. Low achievers needed to see daily monitoring of their progress and positive reinforcement. Supervised creative learning centers and trained parent volunteers to monitor progress on an individual basis were two ways to meet these needs.

CHAPTER III

ANTICIPATED OUTCOMES
EVALUATION INSTRUMENTS

Statement of General Goals

This practicum was designed to improve cognitive learning in low achieving students through one-to-one tutorial supervision. With close supervision, other results would be improvement in on-task work habits and the development of a positive attitude toward learning. With the intervention of a new room management style of supervised learning centers, it was hoped that the targeted group would be motivated to accomplish these goals.

Behavioral Expectations

The operational objectives on the following page were projected for this practicum.

Mechanism for Recording Unexpected Events

The writer of this practicum was aware that in the course of daily interaction between students and parent tutors there would be unexpected events, both positive and negative in nature. These events would contribute to the final analysis of the results of the practicum study.

EXPECTED BEHAVIORS	ASSESSMENT INSTRUMENTS	STANDARD OF PERFORMANCE
A selected group of six low achieving kindergarten students will show significant improvement in cognitive growth in basic skills.	A pre and posttest constructed by the writer. (Appendix D)	A rating of 80% will be the criterion for success on a posttest of basic skills assessment items.
Observable improvement in independent work skills, use, and care of materials will be demonstrated by a group of six low achieving kindergarten students.	Baseline data will be established the first three days, during the sixth week, and at the conclusion of this study. (Appendix F)	Over a period of 12 weeks, 80% of the targeted group will improve in use and care of learning materials.
A group of six low achieving kindergarten students will demonstrate a positive attitude toward learning.	Baseline data will be established prior to, during the sixth week, and at the conclusion of this study. (Appendix F)	Over a period of 12 weeks 80% of the targeted group will demonstrate improvement on base line data related to affective behavior.

Since the students and learning centers in this practicum were supervised by a different volunteer tutor each day, the writer maintained a daily log consisting of any problem or event related to the targeted students, materials, or room environment. The tutor, as well as the writer, contributed to this log.

Evaluation Instruments

The students targeted for this practicum study were pre and posttested by using a measurement prepared by the writer which included specific items in the basic skills areas of language arts and number concepts which directly correlated to objectives of the kindergarten program in Dade County. (See Appendix D). Pre and posttest results were recorded in chart form in Chapter V of this report. Improvement in areas were shown in numbers and percentages.

Baseline data was used to measure improvement in independent work skills, use, and care of materials. It was gathered by observing the targeted group of students for a 30 minute work period, and recording the occurrence or non-occurrence of these behaviors. This observation was conducted by an unbiased observer during the first three days, the sixth week, and at the conclusion of this study. Numbers recorded in chart form (Appendix F) were analyzed in Chapter V of this report.

Baseline data to measure improvement in affective behavior was gathered by the same unbiased observer prior

to the study, during the sixth week, and at the conclusion of the implementation period. Positive behaviors were tallied and recorded in chart form (Appendix F). Results were also presented in the final analysis of this report. Comparisons of numbers and percentages were included in pre and posttest results and in observational data of work skills and affective behavior. An 80% rating or improvement was considered successful in all performance areas.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

An appropriate setting and instructional and interventional techniques were necessary in providing for the learning needs of low achieving students. Very young students do not always realize that they are not listening, completing tasks adequately, and progressing in mastery of skills.

In researching the literature, the writer found various strategies and approaches had been studied by educators in an effort to address the diverse needs of learners.

Petreshene (1982) reports that students learn best by their modality strengths. Strengths in visual, auditory and kinesthetic modality were recognized: in a second grade classroom by administering the Swassing-Barbe Modality Index. Students were directed to independent activities by recognizing their modality strengths. Dunn and Dunn (1979) find that there is significant improvement in student achivement and motivation when learning and

teaching styles are matched. This includes matching instructional resources to identified student characteristics. The writer believed this could be accomplished in this practicum setting only if additional supervision, resources, and planning time were made available to the present 25 to 1 ratio of students and teachers.

Computer assisted instruction is another strategy that has been used to individualize instruction for students at all levels of achievement. Research in the early grades is limited, but indications show an enormous potential for uses of computer programs developed to date. Kay (1977), chief scientist at Atari, proposed the concept of a "dynabook." This is a small book-sized electronic device with a display screen and a small touch-typewriter keyboard that can be used by students. Carter (1982) believes that elementary students by 1991 will be using this device. Assignments, schedules, drills and all subjects will be received by plugging in and receiving information on the "dynabook." Many technologies are availabe for classroom use at the present time. Computer related activities are not a reality for this practicum study, but will be available for use by the writer within the next two years.

Feldhausen (1981) advocates the development of learning centers and individualized learning materials as a successful approach to meeting the needs of students in a

stimulating and enjoyable manner. Use of a "Learning Agreement," which monitors the successful completion of activities, provides positive, visible progress for the student. The cost of this type of program would depend upon commercial materials needed and teacher or volunteer-made materials. The writer believed that this strategy would involve detailed planning and classroom organization.

Bernstein (1982) indicates that with major cuts in children's educational programs, volunteers may provide special services to the school other than raising money. Volunteers may contribute valuable time to special programs, such as ongoing library, reading and tutoring programs, which require regular attendance and the building of one-to-one and group relationships.

There is a strong parent-volunteer program in the school based practicum setting. The writer would have no problem in selecting capable volunteers to aid in providing tutorial supervision on a regular basis during the practicum implementation period.

Another possible solution to the problem of improving basic skills in low achieving students, and one frequently mentioned in the literature, was improving the home environment by improving parental knowledge, interest, and participation in the learning process. According to Kalinowski (1981), personal contact with the families of

low achieving students is necessary in changing home environment processes which will result in changes in school achievement. Parent education workshops, home visits by a parent educator, and development of parent-child learning activities are all means of making parents aware of the importance of their role in the learning process of their children.

The various methods of changing the home environments are relatively costly in terms of parent educators, meeting with groups of parents, or making home visits over a period of time, even though the resulting effects are likely to be very positive. The writer would keep the parents of the low achieving students informed of their progress using parent-teacher conferences, face-to-face and by telephone. The parents would be encouraged to help their children and provide positive encouragement as their achievement progresses.

Bloom (1976) suggests that his 'Mastery Learning" theory can solve many problems. Cognitive growth is possible if sufficient time is allowed. Affective characteristics may be modified as well, since success in mastering one unit often produces positive expectations concerning the next. Everyone can learn everything that the schools have to teach if the individual has enough time to master each sequential step. In addition, each student must be provided the help needed in the form of

instruction, feedback, and a chance to correct and rework learning tasks until each is mastered.

In this practicum, the writer would provide all basic skills initial instruction to the low achieving students involved in the study. One-to-one and small group help would be provided by volunteers who would supervise learning center activities until skills were mastered.

Christie (1983) investigated the effects of tutoring through play and work activities with a group of 30 preschool students. Adult supervision was provided for one-to-one and small group activities. Cognitive performance, as well as affective behavior, showed a significant improvement when compared to a control group of students.

Providing time and close supervision of the low achieving students were two possible solutions considered by the writer of this practicum.

The writer recognized that cognitive learning was important but affective learning was equally important. Sharan (1976) encourages educators not to neglect the fostering of an environment that is creative and challenging for low achieving students. These students need access to a variety of new learning situations, materials, and closely supervised activities to motivate them to achieve. Once again, organization, planning, and development of appropriate activities are the necessary

components of another strategy which could be incorporated in this practicum.

Description of Selected Solutions

After considering the various alternatives, the writer chose to implement the strategy of supervised/tutorial learning centers, specifically organized with activities to reinforce the basic skills needs of the low achieving students, as a solution to the problem.

In selecting this solution strategy, the writer recognized that low achievers need time to practice and work in creative, stimulating ways in order to be motivated to learn in the basic skills areas. Learning centers in a specifically designed area of the classroom became the focus of visual, auditory, manipulative, language and number concepts activities. Many of the activities were designed by the writer and made or developed with the aid of volunteers, and the resource media specialist. Some materials were purchased with a special classroom funding allocation.

All activities were selected to meet specific needs of the low achieving students as indicated by items missed on a pretest skills assessment of this group.

Realizing that low achieving students are often lacking in independent work skills, readiness and experiences

necessary for understanding concepts, the writer selected and trained interested volunteer tutors who worked in these learning centers on a daily basis from 9:00 to 10:30. These volunteers supervised the six low achieving students as they practiced and completed activities which reinforced previously taught basic skills. Language development and verbal interaction were encouraged.

The activities were changed on a weekly basis. Students completed a minimum of two activities each day. They were encouraged to repeat or practice any activity at the center. Progress was recorded on individual weekly contracts designed for the students. Progress was also recorded on a daily progress chart in the center area.

Along with supervising learning needs, the volunteer tutors encouraged the students to use and care for materials appropriately.

Praise and verbal encouragement were given as students successfully attempted and completed tasks. A 'Good Work' award was given to students to share with their parents if they had worked satisfactorily in the centers each day.

Using this solution, a greater amount of time was directed to supervising low achievers. This was essential in the development of early learning skills. Low achieving students would receive a greater amount of encouragement and praise in a one-to-one or small group situation than in a large group or unsupervised work area. The following

statements summarize the solution strategies selected and implemented by the writer.

1. Identified a low achieving group by the results of an early pre-screening of class members.
2. Developed and administered a grade level skills assessment to the low achieving students to identify specific needs.
3. Selected and trained a group of adult volunteers to work in the center area on a daily basis.
4. Prepared a creative, pleasant, learning center setting within the classroom.
5. Developed a positive method of recording and rewarding good performance.
   a. Individual working contracts
   b. Daily progress chart
   c. Daily 'Good Work' awards
   d. Weekly 'Good Work' notes to share with parents
6. Evaluated student progress in improving work habits and affective behavior by collecting periodic data
7. Evaluated progress of students by posttesting at the end of a 12-week period.

Influencing factors in selecting this solution also included the elements of cost, time, materials, and available resources. This was an innovative program which had not previously been included in the kindergarten setting.

Techniques used by the writer were attainable and measurable over a period of time. They did not require resources that were not readily available. The strategies used in the practicum served to enhance the existing learning environment of the low achieving students in this kindergarten setting.

Calendar Plan for Implementation

1. Discussion of practicum plan with Dr. Walter Schurman, practicum reviewer . . . October, 1984
2. Permission to implement the practicum study obtained from the principal of Coral Reef Elementary School
   . . . October, 1984
3. Teacher Survey . . . November, 1984
4. Proposal submitted . . . March, 1985
5. Organization and orientation meeting for volunteer tutors . . . March, 1985
6. Select and pretest low-achieving student . . . March, 1985
7. Parent survey . . . March, 1985
8. Organization and utiliation of supervized learning centers . . . March 18 to June 18
9. Affective behavior data collected . . . April 22, June 17
10. Students post tested/end of implementation period . . . June 18, 1985

11. Compilation of data . . . June, July, 1985

12. Complete and submit report . . . July, 1985

Report of Action Taken

(Initial Procedures)

In order to create an effective program of supervised learning centers for a low achieving group of students, the needs of these students had to be diagnosed and then incorporated into the implementation process. Since this practicum was implemented during the final period of the school year, basic skills concepts, including reading concepts, had been introduced through teacher-directed activities. A basic skills assessment instrument prepared by the writer was administered individually to six students who had been targeted as low achievers from performance scores on the Cooperative Preschool Inventory (CPI). This was a norm-referenced test given at the kindergarten entry level. The results of the skills assessment provided the writer with evidence of reading and number concept needs. The writer compiled a list of initial and final consonant sounds, preprimer vocabulary and number concepts to be included when preparing learning center activities.

Conferences were held with parents of the six targeted students to inform them of the new classroom routine. They were encouraged to talk with their child about the school day and any materials that came home.

Next, six parent volunteers were trained to supervise

the targeted students in the learning centers. The volunteer tutors participated one or two mornings per week during the three months of implementation. In addition to supervising students, they helped in making special materials to be used in the centers. They also recorded baseline data, daily progress of each student, and positive or negative observations in the practicum log.

(Organization of Centers)

The major involvement of this praticum occurred in supervised learning centers. All activities in the centers were related to reading, number concepts and creative language expression. In the area of reading, initial and final letters and sounds and preprimer level Dolch Words were emphasized. The centers provided reinforcement of previously taught skills under closely supervised conditions. The targeted students were encouraged to complete learning tasks, verbalize processes involved and repeat tasks when necessary.

The writer arranged the daily classroom schedule to involve the targeted group in a teacher-directed reading activity prior to working in the learning centers. After completing the reading activity, each student received his/her 'Workjob Contract' folder. Two centers were marked to attend each day. Sixty minutes were allocated during the morning language arts period to complete center

activities.

Ten centers were included for one-to-one or small group learning. The centers were labeled by colors and color words which corresponded to matching color words on the student 'Workjob Contract.' Center activities were changed each week and a new contract was used by each student.

If students completed daily tasks successfully before the allotted time had passed, they were directed by the supervising tutor to repeat an activity for additional practice or reinforcement. Listening activities and practice of vocabulary words on the Language Master machine were often repeated activities.

Following the center activity period, the students either played a game outside or went to an adjoining all purpose room for a rhythm activity.

The group was then reassembled to complete a workbook activity related to a preprimer reading lesson which had been teacher-directed at the beginning of the period. A review of preprimer vocabulary took place at the end of each implementation period by playing a group flashcard word game.

Centers completed each day were colored in on the group progress chart. Good work stickers were awarded each day for effort and cooperative behavior.

Following is a brief description of each learning center designed for this practicum.

Red Center: Listening (1)

This center included selected reading readiness and number concept taped lessons from Ideal. Worksheets which accompanied each lesson were used simultaneously by the student. Taped lessons containing needed skills not available in the Ideal series were made by the writer.

Blue Center: Listening (2)

The writer prepared tapes of preprimer level stories including the students' preprimer reading book stories. The students followed in a book as they listened to a story on tape. They followed each line with a line marker. Response questions asked them to name or point to specific words in the story or picture. They also responded by reading along with phrases or sentences when the tape requested.

Yellow Center: Letters-Sounds (Initial Consonants)

Activities in this center consisted of letters and pictures, in the form of matching game activities or cut and paste matching activities. The students were encouraged to name the picture, the letter and sound of the initial consonant. The activities included commercial games, as well as ones created by the writer.

Orange Center: Letters-Sounds (Final Consonants, Rhymes)

Activities similar to those described for the yellow center were used. Final consonants and rhyme patterns were emphasized. The students matched pictures with ending letters and sounds. Verbalization of each action was encouraged in this center.

Green Center: Make a Word

The writer prepared a selection of five by seven inch cards by writing a common noun, adjective or action verb on each. The students outlined the words they selected by gluing small beans, lentils or tiny paper pieces to outline the written letters. Then they illustrated each word with a small drawing. The completed word cards were hung on a string of yarn for a mobile effect. The students were encouraged to hang these words at home for practice each day.

Purple Center: Creative Expression

Making pictures by using various art media, and then dictating a sentence about the picture, were included in the projects used in this center. The supervising tutor wrote the dictated sentences. They were reread several times by the tutor and the student.

Brown Center: Reading Concepts

This center consisted of four activities each week created by the writer to reinforce skills which had been introduced in the Ginn Reading Program. Matching words and corresponding pictures, matching phrases and preprimer sentences to related pictures, selecting missing words in a preprimer sentence, rhyming words, plurals and other concepts were among those included in the game activites. Activities were laminated on large manilla folders with matching game pieces for each folder. The supervising tutor encouraged the students to verbalize all reading responses. Guidance was offered when a student hesitated or appeared unsure of a response.

Black Center: Language Master Machine

Students were able to operate rather independently in this center. Preprimer vocabulary words were written on taped practice cards. The student named a word, inserted the card into the word slot on the machine. The machine responded with the correct taped word. If the student named the word incorrectly, he/she listened, repeated the correct word and played the recorded word several times.

During the final two weeks of implementation, illustrated number sentences to five were written and recorded on the taped cards. Students followed the same procedures.

White Center: Sets and Numbers

Block cubes, counters, number cards, magnetic and flannel shapes and numbers were all part of this manipulative center. Activities progressed weekly from simple to more complex. Students matched sets and numerals to ten, matched sets and wrote numerals one to ten. They counted and pointed out ordinal positions of first, second and third. They showed sets and numerals that named a number one less than, one greater than or equal to displayed sets or numbers. Verbalization was required for all responses.

Pink Center: Problem Solving

Using beads, colored cubes, Ideal pattern cards and shapes, students reproduced simple patterns, showing what bead, etc. would come next in the pattern.

Parquetry blocks and shape puzzle cubes by Ideal were used in this center. The student had to reproduce a design illustrated on a design card.

Students also reproduced illustrated addition and subtraction stories to the sum of five using magnetic shapes. They verbalized the story, named and displayed the numeral that named the sum or the difference.

Important tasks had to be conducted at the initial stage of implementation. A discussion about the learning centers was held with the targeted group and the

supervising tutors. The operational procedures of the centers, as well as the use of a 'Workjob Contract' were described. A demonstration of how to use the centers and where to file 'Workjob Contract' folders was given at this time. This involved a walk through activity. Each student identified their contract folder. With the help of the writer and supervising tutor, they matched two color words circled on their contract to the same color words which designated particular centers. The students soon became actively involved. Close supervision by the writer and the tutor was necessary for several days in order to assure correct behavior and use of center activities.

As activites were successfuly completed, the color word on the contract, denoting a specific center was colored in by the student. Permission was then given to move to another center.

The writer and the supervising tutor met each day after the language arts period to discuss both positive and negative observations. Any changes which appeared necessary to implement the procedures more successfully were made at this time. The small size of the group, precise instructions for working in the centers, and supervision at all times contributed to the smooth operation of this new learning program within a few days. With few exceptions, the students responded in a positive manner and it was evident that learning was taking place

throughout the implementation period. Baseline data related to work skills and affective behavior was gathered during the first week and again during the sixth and final weeks of implementation. There was an improvement in all areas which continued throughout the implementation period.

Parent conferences were held during the sixth week of the implementation period to discuss each student's progress. Parents were encouraged to discuss, praise and display all materials which the student brought home. This would include daily good work stickers as well as weekly awards and notes to the parent.

(Problems Encountered)

No major problems were encountered, however, providing for the remainder of the class of students became a challenge. These students spent a portion of time in a teacher-directed reading activity and then were assigned independent work tasks. Interest in the new center activities was aroused and they repeatedly asked to participate. For the purpose of documentation of specific behaviors and goals, it was necessary to limit the center areas to the targeted group during the language arts period. It became necessary to provide a similar area with games and other activities in another part of the room for the remaining students to use when they completed their assigned tasks. Listening tape lessons and Language Master

activities were shared when not being used by the targeted group.

CHAPTER V

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

Results

As previously stated in Chapter III, this practicum was designed to show significant improvement in cognitive growth in low achieving students through one-to-one tutorial supervision in a learning center setting. Additional goals included observable improvement in on task work habits and the development of positive attitudes toward learning.

(Cognitive Growth)

The instrument for measuring the cognitive growth in basic skills was prepared by the writer. It included 100 items in the areas of language arts and number concepts. Items included Dolch preprimer reading vocabulary and were directly related to objectives of the kindergarten program in Dade County. The results of the pretest were compared to the posttest. In the stated objectives, the writer projected that the outcome would be successful if the

student obtained a rating of 80% on a posttest of basic skills assessment items. The following chart representation of that data indicates an increased learning pattern.

SKILLS ASSESSMENT INSTRUMENT (100 Items)

NUMBER OF CORRECT ITEMS ON PRE AND POSTTEST

Student	Language Skills		Number Concepts		Total Scores		Percentile Score	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	38	61	10	21	48	82	48%	82%
2	39	61	13	20	62	81	62%	81%
3	52	68	15	22	67	90	67%	90%
*4	28	45	8	15	36	60	36%	60%
5	48	65	14	21	62	86	62%	86%
6	50	62	16	22	66	84	66%	84%

As indicated in the data on the above chart, all except one member of the targeted group successfully met the 80% rating on the assessment instrument of 100 items. All the students showed significant improvement in cognitive growth.

(Work Skills)

Observable improvement in independent work skills, use and care of materials was demonstrated by 100% of the targeted group of students. The students, who worked in learning centers during the language arts and math periods, were supervised and given one-to-one tutorial instruction and direction when needed. The desired goals of improved work skills, as well as cognitive growth, were attained.

Data was gathered for three days during the first, the sixtn and the twelfth week of implementation. The following chart illustrates the information that was collected.

OFF-TASK BEHAVIORS

Desired Behavior	WEEK 1				WEEK 6				WEEK 12			
	DAY 1	2	3	AV	DAY 1	2	3	AV	DAY 1	2	3	AV
Students listen and respond to tutor without distracting.	5	4	12	7	4	5	5	4	0	1	0	0
Pencils, crayons, scissors, paper, and other equipment are left in appropriate places.	12	11	9	11	3	4	3	3	1	1	1	1
Students work on task without disturbing other students.	10	10	9	10	4	3	3	3	1	1	1	1
Workjob Contract is marked and filed in designated area.	4	4	3	4	1	0	0	0	0	0	1	0

The data gathered during the first week of implementation indicated a need to establish appropriate work habits. The purpose was to pinpoint off-task behaviors and discuss ways of modifying them with the targeted group.

An incentive of participating in a special reward activity such as easel painting, or a visit to the library was offered if care of materials and appropriate work skills were demonstrated.

Data was gathered again during the sixth week of implementation. The collected data revealed that the members of the targeted group were improving in independent work skills, use and care of learning materials.

The final data was gathered during the twelfth and final week of implementation. As can be observed on the chart, the targeted group was now working successfully in the learning centers. The projected outcome of 80% was exceeded because 100% of the targeted group improved in work skills, use and care of learning materials. The students were experiencing success in a closely supervised setting.

(Affective Behavior)

Following teacher directed lessons, practice and reinforcement activities were successfully enjoyed in the learning centers. As implementation of this practicum progressed, the students demonstrated a positive attitude toward learning. All were anxious to work in the center areas with the supervising tutor. This enthusiasm was evident in analyzing a record of incentives issued to the targeted group for good behavior and performance. The following chart reflects the data gathered during the first, sixth, and twelfth week of implementation.

NUMBER OF STUDENTS RECEIVING 'GOOD WORK' INCENTIVES

	DAY 1	DAY 2	DAY 3	AVERAGE	%
Week 1	2	3	4	3	50%
Week 6	4	4	6	5	83%
Week 12	6	6	6	6	100%

Incentives were offered each day for successful participation in the learning centers. Each Friday students who had completed all activities designated for the week and whose daily progres record indicated good work skills were given an award for the week. Special 'Good Work' stickers were placed on their 'Workjob Contract' folder, and a 'Good Work' note was sent home to share with the parents. Verbal praise and approval were offered throughout each week as students accomplished learning activities.

By the twelfth week of implementation 100% of the students demonstrated improvement on baseline data related to affective behavior.

CONCLUSIONS

The three major objectives of this practicum were successfully attained and the procedures used in the implementation process expanded and enriched the curriculum of the low-achieving students involved. All of the students became highly motivated to complete the workjob contract activities each week. Under close supervision, low achieving students actively and successfully

participated in meaningful basic skills learning activities for an extensive period of time each day.

The enthusiasm and dedication of the volunteer tutors who supervised the learning centers were positive contributing factors to the success of this practicum throughout the implementation period.

Conferences with the parents of the targeted group of students indicated a high level of interest. The parents were very enthusiastic about significant gains in their children's reading skills.

Finally, the advantages of supervised learning activites for low achieving students was recognized by other kindergarten teachers in the same school setting. Final basic skills achievement results of low achieving students in four classrooms were discussed at the end of the school year. There appeared to be a very obvious difference in favor of the supervised students.

Christie (1983) showed through pre and posttesting, substantial gains in verbal fluency and cognitive growth in a group of 17 kindergarten children engaged in tutorial interaction with an adult during academic work periods. This practicum also showed improvement in a targeted group of low achieving kindergarten students working in a similar environment.

This program would be beneficial to implement as part of a regular kindergarten program. It could be extended to

incorporate all achievement levels represented in a classroom.

Recommendations

1. The writer recommends that learning centers be established after the first nine to twelve weeks of the school year. A period of evaluation and establishment of basic classroom routines are esential prerequisites of this program.
2. Select and train volunteer tutors to supervise the learning centers prior to implementing the program.
3. Learning center areas should be precisely organized at the initial stage. Center activities developed on a weekly basis should directly correlate to basic skills objectives which have been taught.
4. Be sure materials are at the learning levels of the students.
5. Allow sufficient time to train students to work in each center area. Proceed slowly and be firm about center limitations and guidelines.
6. Encourage students to ask for directions, ask for help when needed, complete a task that has been attempted, and request the tutor to look at or listen to a finished product or practice activity.
7. Praise and approval should be offered routinely.

8. Keep parents informed of any new form of classroom management, or routine. Parent involvement and approval will serve to compliment student enthusiasm.

Dissemination

Positive results of this practicum were shared by the writer with other kindergarten teachers in the same school setting.

The school administrators have requested the writer to share this practicum problem, the steps taken in the implementation process and the results at a faculty meeting.

A copy of the practicum report will be submitted to the early childhood (PREP) specialist in the South Area Administrative Office.

Supervised learning centers can be a productive extension of the classroom curriculum, as well as an alternative way of developing concepts to increase learning. The writer can share plans, activities, and documents to implement a supervised learning center program in an effective manner. The use of supervised learning centers will have educational significance if this method of learning can be continued, especially with low achieving students, throughout the primary grades.

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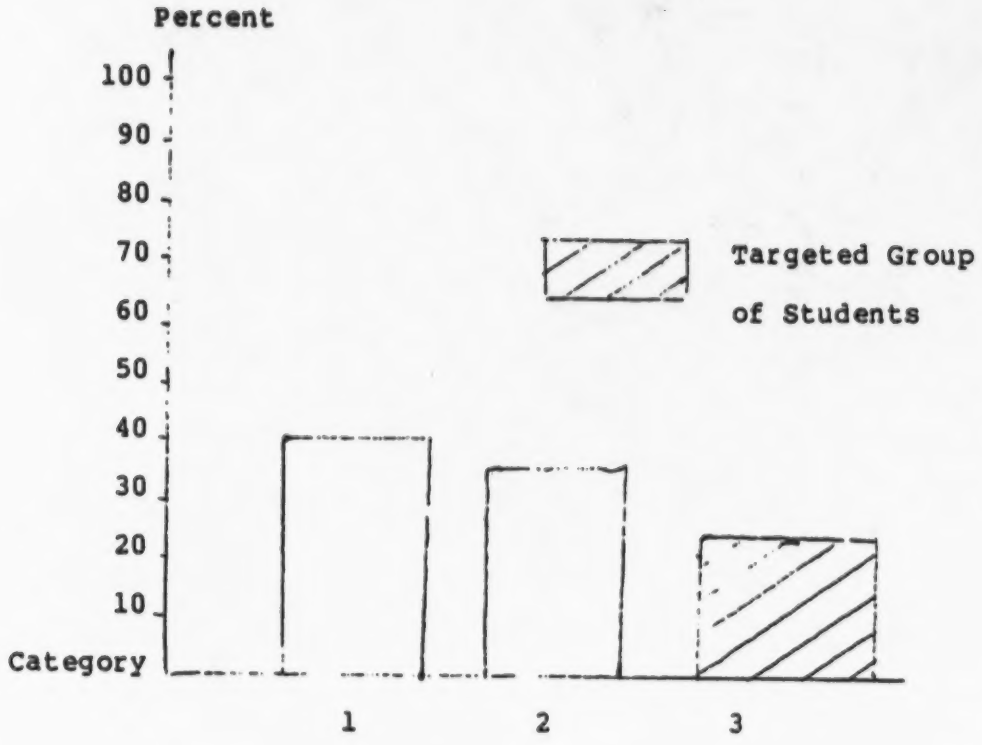
APPENDIX A

INSTRUCTIONAL STRATEGIES

RESULTS OF COOPERATIVE PRESCHOOL INVENTORY

RESULTS OF CPI ASSESSMENT

(25 Students)



1	Enrichment Group 40%	10 students
2	Development Group 36%	9 students
3	Preventative Group 24%	6 students

APPENDIX B

SURVEY OF KINDERGARTEN AND FIRST GRADE TEACHERS

Subject: Preventative Students

Independent Work Habits and Behavior

1. Have the preventative level students in your classroom developed satisfactory independent work habits?

   _____ _____

   Yes No

2. Do the preventative students in your classroom complete assigned work tasks satisfactorily?

   _____ _____

   Yes No.

3. Do these students become disruptive during study time or when work is completed?

   _____ _____

   Yes No

4. How does the room management provide for the needs of these students when work tasks are completed?

   a) enrichment _____ c) Individualized activities _____

   b) learning centers _____ d) other _____

5. Does your room management provide for one-to-one small group supervision of these students during the basic skills learning periods?

   _____ _____

   Yes No

6. How do you self-direct these students during the independent work period?

   a) chart system _____ c) assigned work _____

   b) contracts _____ d) other _____

7. Are daily rewards and praise for good work and behavior received by the preventative students in the same proportion as the other students in your classroom?

   _____ _____

   Yes No

8. Is there evidence of a lack of parental interest and/or family learning experiences among the preventative students in your classroom?

   _____ _____

   Yes No

9. If appropriate teacher aides were available to provide supervision and tutoring for the preventative students in your classroom, do you feel that improvement in learning and behavior would be substantial?

   _____ _____

   Yes No

10. Do a substantial number of preventative students move from the lowest strategy to a higher learning strategy during the year?

    _____ _____

    Yes No

APPENDIX C

PARENT SURVEY

KINDERGARTEN

(PARENT SURVEY)

Planning for the interests and needs of our students is one of our primary goals in your child's classroom.

Please take a few minutes to respond to the following. Make additional comments if you desire. Put a check (X) in the appropriate column after each item.

	Yes	No	Sometimes
1. Is your child assigned daily routine tasks for which he/she is responsible? What are they? _____ _____			
2. Does your child follow simple directions without being coaxed or needing repetition? Comment: _____ _____			
3. Does your family enjoy conversational interaction on a regular daily basis? Comment: _____ _____			

	Yes	No	Sometimes
4. Does your child enjoy talking about friends, school, and his/her accomplishments? Comment: _____ _____			
5. Does the family enjoy pastimes and outings of interest? What were the favorite pastimes and outings in the last year? _____ _____			
6. Does your child feel excited about going to school? Does he/she share his progress with you on a daily basis? Comment: _____ _____			
7. Have you noticed that your child has a problem doing some things that other children can do fairly well? Comment: _____ _____			

8. Is a special time and place set aside for your child to do homework, play games, and/or practice learning skills with a parent?

Comment: _____

_____

Yes	No	Sometimes

SKILLS ASSESSMENT INSTRUMENT

Items on the language area of this instrument are directly related to language items in Dade County Reading Systems, Level I.

Decoding

Look at the letters in the boxes beside the numeral _____. Listen to the beginning sound of the word I am going to say. Circle the letter that stands for that sound.

1.	h s m v	(m)	ap
2.	m r t w	(r)	at
3.	b n s t	(t)	ug
4.	t m s k	(s)	ip
5.	n l p v	(n)	od
6.	m r d l	(l)	et
7.	g f r l	(f)	an
8.	w k b c	(b)	ig
9.	j m z h	(h)	ad
10.	y n g f	(g)	ot
11.	v s r p	(v)	im
12.	m g v d	(d)	ot
13.	b z g l	(z)	ip
14.	l d k v	(k)	it
15.	w c t h	(w)	in
16.	l n p f	(p)	eg
17.	m b v c	(c)	ap

Look at the letters in the boxes beside the numeral _____. Listen to the last sound of the word I am going to say. Circle the letter that stands for that sound.

1.	hu	(m)	t p m s
2.	pe	(n)	y t z n
3.	ma	(t)	y p t j
4.	ca	(p)	n p s l
5.	sa	(d)	g t p d
6.	be	(g)	t s g f
7.	pa	(t)	l n f c
8.	bu	(s)	v g c s
9.	we	(b)	b l m t
10.	lea	(f)	p m l f
11.	fo	(x)	b g x w
12.	loo	(k)	f k r s
13.	whi	(z)	z t w p

Score ___/13

18.	y z h k	(y)	am
19.	r c f j	(j)	ug
20.	s g k r	(g)	ent
21.	b r c f	(c)	ity

Score 21/21

Preprimer/Oral Words

Student reads words orally to the teacher.(Record responses).

1. a _____	11. funny _____	21. look _____	31. see _____
2. and _____	12. go _____	22. make _____	32. the _____
3. away _____	13. help _____	23. me _____	33. three ___
4. big _____	14. here _____	24. my _____	34. to _____
5. blue _____	15. I _____	25. not _____	35. two _____
6. can _____	16. in _____	26. one _____	36. up _____
7. come _____	17. is _____	27. play _____	37. we _____
8. down _____	18. it _____	28. red _____	38. you _____
9. find _____	19. jump _____	29. run _____	
10. for _____	20. little _____	30. said _____	Score 38

Reading/Comprehension

(Read the story out loud. Then circle the word that will make a true sentence.)

Ken has two cars.
One is red. One is blue.
Nat has one big car.
"Come to my house," said Ken.
"We can play cars."
"I can play," said Nat.

1. _____ has a blue car.

   (a) Father (b) Ken (c) Mother

2. Ken will _____ with Nat.

   (a) run (b) walk (c) play

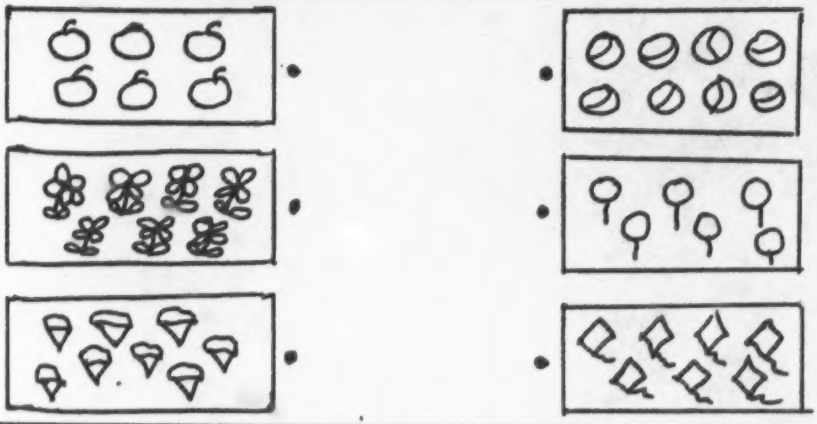
3. Ken and Nat want to _____.

   (a) play ball (b) play cars (c) help

Score

NUMBER CONCEPTS

Draw a line between each pair of sets that have an equal number of objects.



Score 3

Draw a ring around the nine.

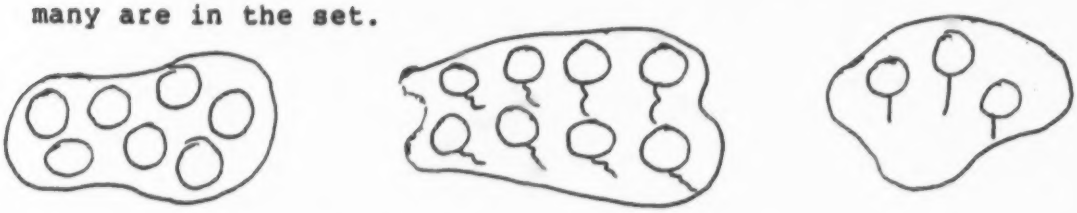
Draw a line under four.

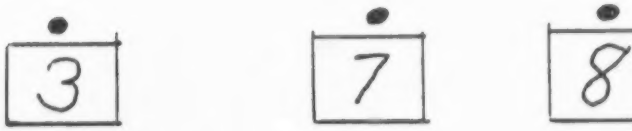
Put an (x) on seven.

Score 3

1	2	3	4	5	6	7	8	9	10

Draw a line from each set to the numeral that tells how many are in the set.

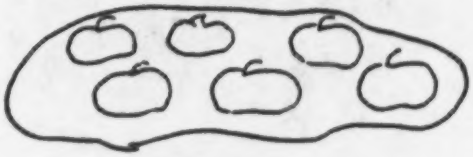


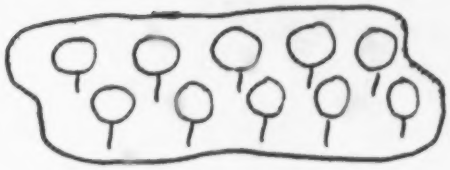


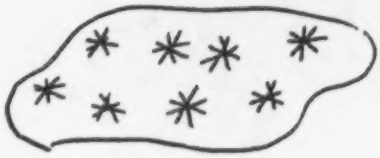
Score 3

NUMBER CONCEPTS (Continued)

Count and write the numeral that names each set.



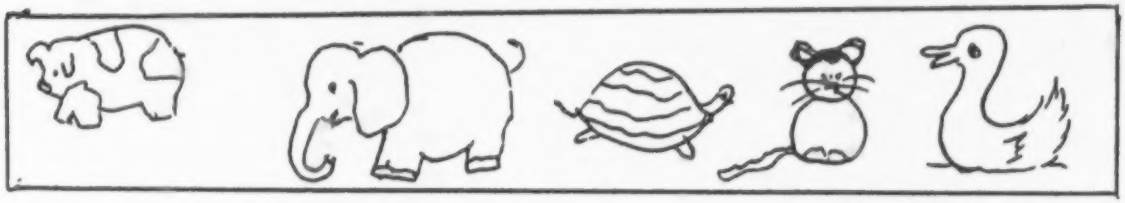




Score 4

Put (x) on the first animal.

Circle the third animal.



Score 2

NUMBER CONCEPTS (Continued)

Put (x) on the box that shows that beads that would come next in the pattern.

Score 1

Put an (x) on the numeral that names a number that is <u>one less</u> than six.

9	8	5	6	7	4

Put an (x) on the numeral that names a number that is <u>one more</u> than four.

3	4	8	5	9	10

Put an (x) on the numeral that names the greatest amount in each box.

2	4	6

3	4	8

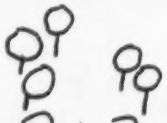
1	5	9

Score 5

NUMBER CONCEPTS (Continued)

Write the numeral that names the sum.

2+1=□

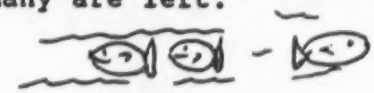


3+2=□

Score /2

Write the numeral that tells how many are left.

5-2=□



3-1=□

Score /2

Name _____ Total Language Skills /75

Date _____ Total Number Concepts /25

APPENDIX E

LETTER to PARENT

March 1, 1985

Dear Parents:

During the remainder of the school year I would like to involve your child in a special educational study program in the classroom in which your child will receive basic skills instruction, as well as supervised tutoring, in specially designed learning centers. Materials in the centers will be directly related to instruction, and designed to reinforce skills which should be mastered in kindergarten.

Your child will bring home daily progress reports and work which will show his/her accomplishments. Encourage him/her to demonstrate his/her new skills, praise him/her, and talk about his/her progress together. Your sharing in helping your child develop skills, work habits, and attitudes will be an important part of this study.

If supervised, tutorial learning centers proves successful, I will extend this program to the six week summer school session.

If you have questions, contact me at 661-8162 or 235-1464.

Sincerely,

Mrs. Carol Keller

Please fill in your child's name and sign.

My child _____ would like to share in this program.

Parent Signature_____

APPENDIX F

RECORDING OF BASELINE DATA

BASELINE DATA

Record (tally) the number of off-task behaviors in the center areas during Week 1, Week 6, and Week 12.

	DAY 1	DAY 2	DAY 3	TOTAL
Students listen and respond to tutor without distracting.				
Pencils, crayons, scissors, paper, and other equipment are left in appropriate places.				
Students work on task without disturbing other students.				
Workjob Contract is marked and filed in designated area.				

Record the number of 'Good Work' incentives issued to students.

	DAY 1	DAY 2	DAY 3	AVERAGE
Week 1				
Week 6				
Week 12				

APPENDIX G

SAMPLE OF 'WORKJOB CONTRACT'

Name: _____

Workjobs

Red

Yellow

Brown

Orange

Green

Black

Blue

Pink

White

Purple